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ABSTRACT

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for vocational education instructional support services. These services provide an opportunity for individuals with disabilities and disadvantaged persons, including those with limited English proficiency, to receive instruction and services in vocational education on an equal basis with nondisabled and nondisadvantaged persons. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. Other information provided is as follows: code number; secondary, college, and/or postsecondary adult vocational credits; applicable level(s); and certification coverage. Program course standards are provided for system for the following areas: applied individualized learning, vocational education for students with disabilities, vocational work evaluation, vocational education for residential youth offenders, and vocational education for adult offenders. (YLB)

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# VOCATIONAL EDUCATION PROGRAM COURSES STANDARDS

## July, 1994

## Instructional Support Services

ED 374 259

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VOCATIONAL EDUCATION

PROGRAM COURSES STANDARDS

VOCATIONAL EDUCATION INSTRUCTIONAL SUPPORT SERVICES

JULY, 1994

FLORIDA DEPARTMENT OF EDUCATION
Division of Vocational, Adult and Community Education
Bureau of Vocational Programs and Services

(904) 488-7153

## FOREWORD

Section 228.041 Florida Statutes defines vocational education as meaning that instruction not necessarily leading to a baccalaureate degree, either graded or ungraded, listed below:

1. Job/preparatory programs designed to provide students with the minimum competencies necessary for effective entry into an occupation;

2. Exploratory courses designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;

3. Supplemental programs designed to enable persons who are or have been employed in an occupation to upgrade their competencies in order to reenter or maintain employment or advance within their current occupation;

4. Practical arts courses designed to teach students practical generic skills which, though applicable to some occupations, are not designed to prepare students for entry into a specific occupation; or

5. Instruction which integrates the basic academic skills and vocational skills.

This document contains vocational education program courses standards (curriculum frameworks and students performance standards) for exploratory courses, practical arts courses and job preparatory programs offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Vocational education program courses standards are established pursuant to section 239.205, Section 233.011, and Section 232.2454, Florida Statutes, for school districts and community colleges. State Board of Education Rule 6A-6.0571, Criteria for Qualification of Special Vocational-Technical Education Program Courses, provides the basis for the development and dissemination of this document.

Each program courses standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome.

The standards do not prescribe how instruction should be delivered since decisions relative to the delivery of instruction must be made by school districts and community colleges within the context of local conditions. The Division of Vocational, Adult and Community Education, Florida Department of Education, supports the belief that competency-based vocational education is the most effective means of providing programs and courses that conform to these established standards.

Program and course standards are based upon competencies required for entry, advancement, and upgrading in occupations in the vocational program areas of Agriculture, Business, Diversified, Health Occupations, Home Economics, Technology, Industrial, Marketing, and Public Service Education. Standards for courses designed for handicapped, disadvantaged, and other special needs persons are also provided. The standards are reviewed annually and revised as needed based upon changes in occupations utilizing input from professional associations, state technical committees, and other representatives of the private sector.

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# INTRODUCTION

## VOCATIONAL EDUCATION INSTRUCTIONAL SUPPORT SERVICES

Instructional Support Services provide an opportunity for individuals with disabilities and disadvantaged persons, including limited English proficient persons, to receive instruction and services in vocational education on an equal basis with non-disabled and non-disadvantaged persons. Course codes are available that permit the support of excess cost activities for recruitment, information dissemination, assessment, curriculum modifications, equipment modifications, counseling, instructional materials, basic skills instruction, transportation, tutoring services, transition, and job placement. Accessibility to vocational education for students with disabilities and disadvantaged students, including limited English proficient students, is required by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. Assurances must be provided to demonstrate that accessibility is being provided.

PROGRAM COURSE STANDARDS

CURRICULUM FRAMEWORK PROGRAM AREA: Vocational Education Instructional Support Services

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1994

PROGRAM TITLE: System For Applied Individualized Learning

CODE NUMBER: Secondary 9001710 Postsecondary S990001

Florida CIP 11990001SN

SECONDARY POST SECONDARY ADULT

SCHOOL CREDITS N/A COLLEGE CREDITS _____ VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): _____7-9 _____9-12 _____Postsecondary Adult Vocational

_____ Postsecondary Vocational Certificate__X__ Other 10-12, 30-31

CERTIFICATION COVERAGE:

Any field when certificate reflects bachelor or higher
G with bachelor/higher degree

I. MAJOR CONCEPTS/CONTENT: The System For Applied Individualized Learning (SAIL) is a non-graded system that provides basic skills remediation and the integration of academic skills in vocational instruction. The SAIL system is based upon the assessed needs of the individual, and the academic and employability requirements related to Florida's comprehensive Vocational Education programs. It provides:

(1) Career assessment designed to assist persons with special needs to identify vocational interests, temperament, aptitudes and learning styles.

(2) Individualized basic skills related instruction to educationally disadvantaged students (including Limited English Proficient individuals) whose basic skill deficiencies prevent success in vocational job preparatory programs or prevent admission to licensure vocational job preparatory programs of their choice.

(3) Employability behavior instruction in the job seeking and job keeping competencies necessary for entering the job market after vocational education training.

(4) Social skill training and consumer education.

The basic program encompasses a combination of instruction components. They are:

A. CAREER ASSESSMENT

B. BASIC SKILLS RELATED INSTRUCTION
   1) Reading
   2) Language
   3) Mathematics

C. ACADEMIC RELATED INSTRUCTION
   1) Science
   2) Social Studies

D. EMPLOYABILITY BEHAVIORS

E. COMPLEMENTARY SKILLS

Every effort should be made to serve Limited English Proficient students. VESOL (Vocational Education For Speakers Of Other Language) may be adapted to become an integral part of SAIL.

II. LABORATORY ACTIVITIES: The program is characterized by open entry/open exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. As a result, a variety of multimedia equipment and materials is used in the System for Applied Individualized Learning laboratory setting. Equipment used may include computers, tape recorders, cassette players, language masters, videos, CD-ROMs, interactive videos, voice synthesizers, integrated work stations, screen magnifiers, talking books, "Visipitch," etc.

III. SPECIAL NOTE: Program procedures encompass the following:

1. Interviewing and goal setting.

2. Diagnosis of learning difficulties: competency assessment is performed for each student by personnel trained in SAIL concepts and program procedures to identify needs in each of the instructional components. The basic skills assessment instruments include Tests of Adult Basic Education (TABE), Adult Basic Learning Examination (ABLE), Spanish Assessment of Basic Education (SABE), Comprehensive Adult Student Assessment System (CASAS), American College Testing Program (ASSET), or Computerized Placement Tests (CPT). (Rule 6A-10.040, FAC).

3. Prescribing individualized instruction.

4. Managing learning activities.

5. Evaluating student progress.

The (SAIL) program is a non-graded system.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify vocational interest and aptitude in making career choices.

02. Demonstrate basic reading skills.

03. Demonstrate basic language skills.

04. Apply basic mathematics skills.

05. Demonstrate basic science skills.

06. Demonstrate basic social studies skills.

07. Practice acceptable job seeking/job keeping skills.

08. Demonstrate awareness of complementary skills.

09. Demonstrate problem solving skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1994

PROGRAM AREA: Vocational Education Instructional Support Services SECONDARY NUMBER: 9001710

PROGRAM TITLE: System For Applied Individualized Learning POSTSECONDARY NUMBER: S990001

CAREER ASSESSMENT

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to :

01.01 Assess his/her learning style.
01.02 Assess his/her occupational interest and aptitudes.
01.03 Relate individual interest to specific occupational areas.
01.04 Explore occupational careers and goals in various clusters.
01.05 Establish career goals.
01.06 Make choices in placement for job preparatory courses.

02.0 DEMONSTRATE BASIC READING CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The student will be able to:

Grade level 4-6

READING VOCABULARY

02.01 Identify synonyms.
02.02 Identify antonyms.
02.03 Identify homonyms.
02.04 Identify affixes.
02.05 Use contextual clues.

READING COMPREHENSION

02.06 Analyze passage details.
02.07 Interpret the feelings, motives, or traits of characters in a passage.
02.08 Identify the main idea.
02.09 Identify cause-and-effect relationships.
02.10 Interpret structural techniques of writing.

Grade level 6-12

READING COMPREHENSION

02.01 - 02.10 (Same as Above Plus)
02.11 Interpret and differentiate between various forms of writing such as facts/opinion/fiction.



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STUDY AND REFERENCE SKILLS

02.12 Request and follow oral and written directions.
02.13 Identify parts of books.
02.14 Read graph, charts, diagrams, and tables.
02.15 Use vocational text book.
02.16 Use dictionary (diacritical marks).
02.17 Read a map.
02.18 Develop note taking skills.
02.19 Use the library.
02.20 Develop test taking skills.

BASIC SKILLS: LANGUAGE

03.0 DEMONSTRATE BASIC LANGUAGE CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

Grade level 4-6

LANGUAGE MECHANICS

03.01 Use punctuation marks.
03.02 Identify the correct use of capital letters.
03.03 Punctuate quotations.
03.04 Use the apostrophe in contractions.

LANGUAGE EXPRESSION

03.05 Demonstrate proper usage of troublesome words.
03.06 Identify common and proper nouns, personal pronouns, singular, and plural forms.
03.07 Distinguish a complete sentence from sentence fragments and run-on sentences.
03.08 Construct various sentence types.
03.09 Identify degrees of adjectives and adverbs.
03.10 Use proper forms of regular and irregular verbs.
03.11 Spell words correctly.

Grade levels 7-8

03.01 - 03.11 (Same as Above)
03.12 Identify parts of speech.
03.13 Use the subjective and objective forms of pronouns.
03.14 Select the correct form of verb tense.

Oral Language Comprehension

03.15 Demonstrate appropriate word and syllable stress and intonation.
03.16 Demonstrate the use of telephone, tapes, and other non-face-to-face communication.
03.17 Develop the art of asking question.
03.18 Distinguish between formal and informal language.
03.19 Demonstrate lucid vowel and consonant sounds.

SPELLING

03.20 Identify the correct spelling of vowel sounds.
03.21 Identify the correct spelling of consonant sounds.
03.22 Identify the correct spelling of structural units.

Grades level 9-10

03.01 - 03.22 (Same as Above)
03.23 Construct a paragraph.

BASIC SKILLS: MATHEMATICS

04.0 DEMONSTRATE BASIC MATHEMATICS SKILLS--The student wi'l be able to:

Grade level 4-6

04.01 Change words to numbers.
04.02 Recognize place value.
04.03 Round numbers.
04.04 Perform basic operations with whole numbers.
04.05 Perform basic operations with common fractions.
04.06 Perform basic operations with decimals.
04.07 Understand concepts of measurements.
04.08 Identify mathematics symbols.
04.09 Interpret basic map reading techniques.

Grade levels 7-8

04.01 - 04.09 (Same as Above)
04.10 Perform basic operations with percentages.
04.11 Use conversion procedures in both standard and metric systems.
04.12 Demonstrate problem-solving techniques.
04.13 Compute problems using mathematics symbols.
04.14 Recognize terms in problem-solving situations.
04.15 Discriminate basic rules and formulas.

Grade levels 9-12

04.01 - 04.15 (Same as Above)
04.16 Solve simple algebraic equations.
04.17 Compute with signed numbers.

05.0 DEMONSTRATE BASIC SCIENCE SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM -- The instruction in science competencies based on individual need may include, but is not limited to:

05.01 Use the scientific method to solve problems.
05.02 Relate career opportunities to the sciences.
05.03 Recognize how the life sciences interact with technology and society.
05.04 Use the scientific method to solve problems, employ metric measures.
05.05 Describe cell function and structure in healthy and diseased tissue.
05.06 Identify and describe the major human systems.
05.07 Identify the earth's structure and describe the forces which cause change.
05.08 Differentiate between and list examples of chemical and physical change.
05.09 Identify various methods of measuring time.
05.10 Describe the interrelationships of force, work, energy and motion.
05.11 Identify the simple machine components of complex machines.
05.12 Define computer terms and list practical applications of the computer in the fields of science and technology.
05.13 Identify the laws of motion.
05.14 Describe the basic characteristics of the three states of matter.
05.15 Demonstrate knowledge of the periodic table.
05.16 Define the properties of light and sound.
05.17 Explain the differences between weight and mass, speed and velocity, and forces and motion.
05.18 Explain conservation of mass.
05.19 Apply the mole concept.
05.20 Describe Newton's laws of motion and gravitation.
05.21 Apply the First and Second Laws of Thermodynamics.
05.22 Apply Joule's Law and Ohm's Law in problem solving.

06.0 DEMONSTRATE BASIC SOCIAL STUDIES SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM --The instruction in social studies competencies based on individual need may include, but is not limited to:

06.01 Demonstrate a basic understanding of the contemporary social issues that affect our political, economic and social systems.
06.02 Understand the basic economic problem.
06.03 Understand how resources are allocated and income is distributed through the operation of supply and demand and through governmental policies.
06.04 Understand relationships among employment, inflation, and monetary and fiscal policy and the importance of these relationships for economic stability and growth.
06.05 Recognize the relationship of government, labor, and competition to the free enterprise system.
06.06 Understand current and historic events from the perspective of diverse cultural and ethnic groups.
06.07 Apply processes of critical and creative thinking to analyze the effects of major American traditions (political, economic, and social) on historical patterns of development in the United States.

06.08 Recognize the relationship of government, labor and competition to the free enterprise system.
06.09 Demonstrate knowledge and proficiency in the use of maps and globes.
06.10 Understand the relationship between the individual and society.
06.11 Understand the processes by which power is passed on within all levels of the three branches of government.
06.12 Understand those major domestic and foreign problems facing our nation today.
06.13 Understand the importance of participation in community service and civic improvement in political activities.
06.14 Demonstrate a basic understanding of the American legal, political and economic systems and traditions.
06.15 Understand basic criminal law terms, criminal offenses and classifications of crimes.
06.16 Understand the nature of the law in a free society and the constitutional rights and safeguards of the individual.
06.17 Recognize the differences between inherited and acquired behaviors.
06.18 Distinguish between normal and abnormal behavior.
06.19 Use appropriate vocabulary, geographical, reference/study, critical thinking and decision-making skills.

EMPLOYABILITY BEHAVIORS

07.0 DEMONSTRATE ACCEPTABLE JOB-SEEKING/JOB-KEEPING SKILLS--The instruction in employability skills based on individual need may include, but is not limited to:

07.01 Prepare a personal data sheet.
07.02 Write a letter of application.
07.03 Prepare for various types of employment tests.
07.04 Demonstrate correct interviewing techniques.
07.05 Write an autobiography.
07.06 Complete work-related forms.
07.07 Identify job announcement sources.
07.08 Demonstrate the ability to be prompt.
07.09 Identify job-related interaction skills.
07.10 Demonstrate initiative and resourcefulness.
07.11 Interpret employee policy.

COMPLEMENTARY SKILLS

08.0 DEMONSTRATE AWARENESS OF COMPLEMENTARY SKILLS--The instruction in complementary skills based on individual need may include, but is not limited to:

08.01 Identify and locate sources of community services agencies.
08.02 Identify services provided by community service agencies.
08.03 Plan family and individual budget.
08.04 Use financial services.
08.05 Demonstrate skills of comparison shopping.
08.06 Identify principles in organizing and managing a business.
08.07 Identify sources of community health services.
08.08 Identify nutritional needs.
08.09 Practice health maintenance skills.

08.10 Know the structure of the governmental systems.
08.11 Demonstrate knowledge of responsible citizenship.
08.12 Identify legal terms most commonly used in a contract.
08.13 Recognize common fraudulent practices.
08.14 Demonstrate cultural awareness.

CURRICULUM FRAMEWORK PROGRAM AREA: Vocational Education Instructional Support Services

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1994

PROGRAM TITLE: Vocational Education for Students with Disabilities

CODE NUMBER: Secondary 9001810 Postsecondary S990002

Florida CIP 13990002SN

SECONDARY SCHOOL CREDITS Multiple COLLEGE CREDITS ____ POSTSECONDARY ADULT VOCATIONAL CREDITS ____

APPLICABLE LEVEL(S): X 7-9 X 9-12 X Postsecondary Adult Vocational

____ Postsecondary Vocational Certificate X Other30, 31

CERTIFICATION COVERAGE:

| | |
|---|---|
| Any Helath Occup Ed G | Any Industrial Ed G |
| Any Public Service Occ Ed G | Any Agriculture Educ G |
| Any Distributive Ed G | Any Home Economics Ed G |
| I Art-Tec 1 @2 Coor DCT @4 @7 | Indus Arts @4 @6 |

I. MAJOR CONCEPTS/CONTENT: This program is designed to provide specialized vocational education for students with disabilities. Job preparatory instruction is provided in the competencies necessary for entry into an occupation. The program includes measurable components from one or more of the vocational program areas.

II. LABORATORY ACTIVITIES: Laboratory activities are an integral part of this course.

III. SPECIAL NOTE: This entire course is not intended to be mastered in one year. A student may earn multiple credits in this course. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being prepared and the particular outcomes and student performance standards which the student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in a subsequent IEP.

This course is designed to include selected components from any vocational job preparatory course.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate realistic employment goals.

02. Demonstrate the competencies of employability skills.

03. Manage interpersonal relationships.

04. Use equipment and supplies safely and correctly.

05. Demonstrate acquired skills thorough on-the-job training.

06. Demonstrate mastery of selected outcomes from one or more vocational job preparatory courses.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1994

PROGRAM AREA: Vocational Education Instructional Support Services SECONDARY NUMBER: 9001810

PROGRAM TITLE: Vocational Education for Students With Disabilities POSTSECONDARY NUMBER: S990002

01.0 DEMONSTRATE REALISTIC EMPLOYMENT GOALS--The student will be able to:

01.01 Identify potential careers available in the community.
01.02 Express personal strengths and weaknesses, including physical and cognitive abilities.
01.03 Match interests and abilities with potential careers.

02.0 DEMONSTRATE THE COMPETENCIES OF EMPLOYABILITY SKILLS--The student will be able to:

02.01 Model the steps in a job search.
02.02 Complete a job application.
02.03 Exhibit job interview skills.
02.04 Use time management practices.
02.05 Demonstrate the ability to follow directions.
02.06 Identify the benefits and responsibilities associated with successful employment.
02.07 Apply problem solving strategies to real life situations.
02.08 Comply with employee rules, regulations, and procedures.

03.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

03.01 Demonstrate acceptable work attitudes.
03.02 Demonstrate characteristics of a good employee.
03.03 Maintain a positive relationship with a supervisor.

04.0 USE EQUIPMENT AND SUPPLIES SAFELY AND CORRECTLY--The student will be able to:

04.01 Identify tools and equipment necessary for a specific work task.
04.02 Locate tools, equipment and supplies required to complete a specific task.
04.03 Use tools, equipment and supplies safely and correctly for a specific work task.
04.04 Clean and maintain tools and equipment.
04.05 Store tools and equipment in appropriate areas.

05.0 DEMONSTRATE ACQUIRED SKILLS THROUGH ON-THE-JOB-TRAINING--The student will be able to:

05.01 Display a positive attitude towards a job.
05.02 Demonstrate job performance skills.
05.03 Display expected level of productivity.
05.04 Use evaluations to improve own performance.

06.0 DEMONSTRATE MASTERY OF SELECTED OUTCOMES FROM ONE OR MORE VOCATIONAL JOB PREPARATORY COURSES--The student will be able to:

06.01 Demonstrate mastery of selected performance standards from one or more vocational job preparatory courses.

CURRICULUM FRAMEWORK

PROGRAM AREA: Vocational Education Instructional Support Services

FLORIDA DEPARTMENT OF EDUCATION

EFFECTIVE DATE: July, 1994

PROGRAM TITLE: Vocational Work Evaluation

CODE NUMBER: Secondary 9001910 Postsecondary S990003

Florida CIP 13990003SN

SECONDARY
SCHOOL CREDITS Multiple COLLEGE CREDITS _____

POSTSECONDARY ADULT
VOCATIONAL CREDITS Multiple

APPLICABLE LEVEL(S): X 7-9 X 9-12 _____Postsecondary Adult Vocational

_____ Postsecondary Vocational Certificate X Other 30,31

CERTIFICATION COVERAGE:
Any Field

I. MAJOR CONCEPTS/CONTENT: This program is designed to provide a systematic process of evaluating the vocational interests, needs, aptitudes, and readiness of students with special needs, including students with disabilities, disadvantaged students, and limited English proficient students. Evaluation practices and hands-on exposure to real or simulated work tasks assess what is the most suitable training and job placement for students.

II. LABORATORY ACTIVITIES: Laboratory activities in real or simulated work settings are an integral part of this programs.

III. SPECIAL NOTE: Exceptional students may earn multiple credits in this course. The particular outcomes and student performance standards which the student must master to earn each credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in a subsequent IEP. Intended outcomes may be selected from one or more of the vocational exploratory courses.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate an awareness of the abilities, interests, aptitudes, and type of work environment best suited for their needs.

02. Select a program of vocational training that is suitable to their abilities, interests, aptitudes, readiness, and needs.

03. Seek employment that is compatible with their abilities, interests, aptitudes, training, readiness, and needs.



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STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1994

PROGRAM AREA: Vocational Education Instructional Support Services SECONDARY NUMBER: 9001910

PROGRAM TITLE: Vocational Work Evaluation POSTSECONDARY NUMBER: S990003

01.0 DEMONSTRATE AN AWARENESS OF ABILITIES, INTERESTS, APTITUDES, AND TYPE OF WORK ENVIRONMENT BEST SUITED FOR ONE'S NEEDS--The student will be able to:

01.01 Demonstrate abilities, interests, aptitudes, and choice of work environment consistent with the findings from one's vocational work evaluation.

02.0 SELECT A PROGRAM OF VOCATIONAL TRAINING THAT IS SUITABLE TO ONE'S ABILITIES, INTERESTS, APTITUDES, READINESS, AND NEEDS--The student will be able to:

02.01 Enroll in a vocational training program that is suitable to one's abilities, interests, aptitudes, readiness, and needs, consistent with the findings from vocational work evaluation.

03.0 SEEK EMPLOYMENT THAT IS COMPATIBLE WITH ONE'S ABILITIES, INTERESTS, TRAINING, READINESS, AND NEEDS--The student will be able to:

03.01 Demonstrate job seeking activities that attempt to find employment compatible with one's abilities, interests, training, readiness, needs, and vocational evaluation findings.

CURRICULUM FRAMEWORK PROGRAM AREA: Vocational Education Instructional Support Services

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1994
PROGRAM TITLE: Vocational Education for Residential Youth Offenders

CODE NUMBER: Secondary 9001820 Postsecondary _____

Florida CIP 11990007SN

SECONDARY SCHOOL CREDITS Various COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): X 7-9 X 9-12 _____ Postsecondary Adult Vocational

_____ Postsecondary Vocational Certificate _____ Other _____

CERTIFICATION COVERAGE:

I. MAJOR CONCEPTS/CONTENT: This program is designed to provide vocational education competencies for youthful offenders. Basic practical and job preparatory instruction is provided in the competencies necessary for a better understanding of the world of work and for entry-level job employment. The specific program content includes measurable components from any of the vocational program areas with heavy emphasis on work ethics and employability skills.

II. LABORATORY ACTIVITIES: Appropriate laboratory activities are an integral part of this course.

III. SPECIAL NOTE: This program is intended to provide short-term occupational education for individuals in residence within youthful offenders institutions, usually for a 4 to 12 month duration. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training. Primary emphasis will be given to the diagnosis of the individual's interest and aptitude, followed by involvement in appropriate occupational competencies, consistent with the individual's education level. This program is designed to allow the institution's vocational department in cooperation with the Division to develop student performance standards for specific instructional components based upon identified occupational titles in any of the program areas of Agri-business and Natural Resources, Business, Diversified, Health Occupations, Home Economics, Industrial Arts, Industrial, Marketing and Public Services Education. This curriculum framework and the adopted student performance standards will be the basis for program operation and program review. The specialized student performance standards will be based upon:

1. Serving the special needs of institution's clients with an average time of stay of 4 to 6 months.

2. Organized instruction provided by a qualified instructor.

3. Input from a program advisory committee composed of representatives of business and industry.

4. Documentation for evaluation and accountability purposes.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate realistic employment goals.

02. Demonstrate employability skills.

03. Manage interpersonal relationships.

04. Use appropriate equipment and supplies safely and correctly.

05. Demonstrate competencies identified for a specific program component.

OPTIONAL

06. Demonstrate acquired skills through on-the-job training.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1994

PROGRAM AREA: Vocational Education Instructional Support Services SECONDARY NUMBER: 9001820

PROGRAM TITLE: Vocational Education for Residential Youth Offenders POSTSECONDARY NUMBER:

01.0 DEMONSTRATE REALISTIC EMPLOYMENT GOALS--The student will be able to:

01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.
01.02 Match interests and abilities with potential careers.

02.0 DEMONSTRATE THE COMPETENCIES OF EMPLOYABILITY SKILLS--The student will be able to:

02.01 Describe steps in a job search.
02.02 Complete a job application.
02.03 Job interview.
02.04 Follow time management rules.
02.05 Demonstrate the ability to follow directions.
02.06 Understand the benefits and responsibilities associated with successful employment.
02.07 Apply problem solving strategies to real life situations.

03.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

03.01 Demonstrate good work attitudes.
03.02 Demonstrate characteristics of a good employee.
03.03 Maintain a positive relationship with a supervisor.

04.0 USE APPROPRIATE EQUIPMENT AND SUPPLIES SAFELY AND CORRECTLY--The student will be able to:

These student performance standards will be developed by the educational institution and the Division staff member.

05.0 DEMONSTRATE COMPETENCIES IDENTIFIED FOR A SPECIFIC PROGRAM COMPONENT--The student will be able to:

These student performance standards will be developed by the educational institution and the Division staff member.

OPTIONAL

06.0 DEMONSTRATE ACQUIRED SKILLS THROUGH ON-THE-JOB TRAINING--The student will be able to:

06.01 Display a positive attitude toward a job.
06.02 Demonstrate job performance skills.
06.03 Display expected level of productivity.
06.04 Use evaluations to improve own performance.

CURRICULUM FRAMEWORK

PROGRAM AREA: Instructional Support Services

FLORIDA DEPARTMENT OF EDUCATION

EFFECTIVE DATE: July, 1994

PROGRAM TITLE: Vocational Education for Adult Offenders

CODE NUMBER: Secondary _____ Postsecondary S430123

Florida CIP 11430199SN

SECONDARY SCHOOL CREDITS _____ COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS x

APPLICABLE LEVEL(S): ____7-9 ____9-12 __x_ Postsecondary Adult Vocational

_____ Postsecondary Vocational ____ Other _____

CERTIFICATION COVERAGE: Any vocational certification or qualified instructional personnel under the provisions of SBR 6A-1.0502.

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to provide adult offenders (includes those in work release programs and similar correctional programs) with occupational skills through employment related instruction and concurrent, paid, on-the-job training, supervised by the employer and teacher/coordinator. This method of instruction is not intended for supplemental vocational course instruction and shall not be claimed for supplemental FTE purposes.

Employment related instruction is in-school instruction which develops competencies directly related to the occupation in which the student is employed. Emphasis is placed on developing appropriate work habit attitudes as indicated below:

1. Punctuality
2. Attendance
3. Obedience
4. Positive attitude
5. Initiative
6. Responsibility
7. Personal appearance

II. LABORATORY ACTIVITIES: Laboratory activities provided through on-the-job training are an integral part of this program. Supervised on-the-job training, governed by a training agreement and an individualized training plan signed by the employer, teacher and student, is used in the classroom and on the job to enable the student to attain the competencies required for the selected occupation. The training plan shall include instructional objectives and a list of on-the-job and in-school learning experiences. On-the-job experiences will emphasize those skills that deal with "workplace know-how" and effective job performance.

III. SPECIAL NOTE: This program is intended to provide short-term occupational education for adult offenders for a short duration (usually 2 to 6 months). The objective is to provide a foundation of survival skills for transitioning into entry-level employment, acquiring additional on-the-job training and encouraging further educational achievements. Primary emphasis will be given to the diagnosis of the individual's interest and aptitude, followed by involvement in appropriate occupational competencies, consistent with the individual's education level. This program is designed to allow the institution's vocational department in cooperation with the Division to develop student performance standards for specific instructional components based upon identified occupational titles in any of the program areas of Agribusiness and Natural Resources, Business, Diversified, Health Occupations, Home Economics, Industrial, Marketing, Public Services and Technology Education. This curriculum framework and the adopted student performance standards will be the basis for program operation and program review. The specialized student performance standards will be based upon:

1. Serving the special needs of the institution's clients with an average time of stay of 2 to 6 months.

2. Organized instruction provided by a qualified instructor.

3. Input from a program advisory committee composed of representatives of business and industry.

4. Documentation for evaluation and accountability purposes.

The teacher/coordinator will visit each training agency a minimum of twice monthly.

If this program is offered for 450 hours or more in accordance with Section 233.0695 F.S. the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 8.0, Language 8.0, Reading 8.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate realistic employment goals.
02. Demonstrate employability skills.
03 Manage interpersonal relationships.
04. Use appropriate equipment and supplies safely and correctly.
05. Demonstrate competencies identified for a specific program component.

OPTIONAL

06. Demonstrate acquired skills through on-the-job training.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1994

PROGRAM AREA: Instructional Support Services SECONDARY NUMBER: _____

PROGRAM TITLE: Vocational Education for Adult Offenders POSTSECONDARY NUMBER: S430123

01.0 DEMONSTRATE REALISTIC EMPLOYMENT GOALS--The student will be able to:

01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.
01.02 Match interests and abilities with potential careers.

02.0 DEMONSTRATE THE COMPETENCIES OF EMPLOYABILITY SKILLS--The student will be able to:

02.01 Describe steps in a job search.
02.02 Prepare a resume' or personal information sheet.
02.03 Write a job application letter.
02.04 Complete a job application.
02.05 Interview for a job.
02.06 Operate 911 equipment.
02.07 Follow time management rules.
02.08 Demonstrate the ability to follow directions.
02.09 Understand the benefits and responsibilities associated with successful employment.
02.10 Maintain appropriate dress and grooming on the job.
02.11 Apply job-change techniques.
02.12 Recognize Florida's Right To Know law.
02.13 Perform basic computer operations.
02.14 Apply problem solving strategies to real life situations.

03.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

03.01 Demonstrate good work attitudes.
03.02 Demonstrate characteristics of a good employee.
03.03 Maintain a positive relationship with a supervisor.

04.0 USE APPROPRIATE EQUIPMENT AND SUPPLIES SAFELY AND CORRECTLY--The student will be able to:

These student performance standards will be developed by the educational institution and the Division staff member.

05.0 DEMONSTRATE COMPETENCIES IDENTIFIED FOR A SPECIFIC PROGRAM COMPONENT--The student will be able to:

These student performance standards will be developed by the educational institution and the Division staff member.

OPTIONAL

06.0 DEMONSTRATE ACQUIRED SKILLS THROUGH ON-THE-JOB TRAINING--The student will be able to:

06.01 Display a positive attitude toward a job.
06.02 Demonstrate job performance skills.
06.03 Display expected level of productivity.

06.04 Use evaluations to improve own performance.
06.05 Identify, organize, plan and allocate resources.
06.06 Work cooperatively with others.
06.07 Acquire and use information including using computers.
06.08 Work effectively within the context of complex interrelationships.
06.09 Work with a variety of technologies.

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